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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

America Today

AMERICA today is as far removed from the America of 1920 as mass production in machinery today is from any machinery products of five years ago.

The universal section consciousness which was apparent until 1920 has been universally eliminated in the South, Southwest, and Middle West in business and with virile men and enterprising women, and with practically all young men and women.

The North Atlantic and the Pacific Coast states are being Americanized slowly but surely, and in the immediate future section consciousness will lose its terror.

The New West states will be Americanized suddenly and universally as soon as they are released from the vicious exploitation to which they were exposed in pioneer days.

It is the America of today that will recivilize civilization in the immediate future.

"Pure" college athletics are being subject to tests and measurements as to their purity.

Frank Cody's Meeting

FRANK CODY'S Atlantic City meeting of the Department of Superintendence, February 22-27, will set a new pace in all respects.

The program that President Cody arranges will be highly attractive without being sensational. They will be intensely serviceable without being traditional.

Any speaker who attempts to magnify himself will be ridiculous.

Any speaker who brings to the program an old speech warmed up will commit professional *hari-kari*.

Any aspiration for fame will not make it or find it.

Service and achievement are written all over the program.

There will be many more programs than ever before.

By no possibility can any one hear a twentieth part of the addresses, reports and discussions.

There will probably be fewer than one hundred

present at any one of three-fourths of the programs.

The fact that absence from any program assumes that one is listening to some other program will be a safe excuse for enjoying conversation in some hotel.

Renewal of acquaintance is really one of the benefits of attendance upon such a convention, and Atlantic City lends itself delightfully to sociability.

Atlantic City has all the characteristics for the promotion of "friendliness" which Frank Cody's program will magnify delightfully.

Massachusetts Schoolmasters

JAMES E. DOWNEY, Boston High School of Commerce, has planned a record-breaking program for the Massachusetts Schoolmasters Club February 8. It will be "Massachusetts Tech Day." Professor Wilkes of the Massachusetts Institute of Technology will have a spectacular scientific demonstration with liquid air, liquid carbon dioxide. It will be an unprecedented experience for a popular scientific presentation.

Professor Miller will speak on "What Kind of a Boy Should Come to Tech?" with the Edison prize winner as an example. President Stratton will extend the greeting of "Tech."

The Education Parade

WE ARE using in this issue an interesting and important article from the Congregationalist, Boston, by William E. Barton. It is a "Parable of the Show and the Parade," and has as high significance in education as in circus management.

There is a mischievous tendency to parade psychologies and philosophies, methods and devices with spectacular appeal for the attention of those who like the band wagon style of professionalism, something that makes one think he has seen the show when he has merely seen the pretense of culture and achievements.

An achievement is a demonstration of art or science in creative action. An achievement is never on street parade. Culture and education must be achieved, can never be attained by watching a professional parade.

Virginia's Progress

VIRGINIA, under the spirited leadership of State Superintendent Harris Hart, and a group of men and women of high achievement in universities, State Teachers Colleges, in city superintendencies, in supervisorships, in principalships, and in special professional functionings, is taking high rank.

In the election of Governor Pollard Virginia served notice to America that the spirit of chivalry and culture of the early centuries is to be magnified by devotion to the children of all the people in city and country, from sea coast to mountain tops, and Harris Hart, the inspiring leader, is to be given every needed aid by legislation and public sentiment in high achievement, in school and out, for children and for adults who propose to keep step with modern industry and commerce.

Read to Learn

ONE of the great educational achievements of this decade is *reading to learn while learning to read.*

Attention to this famous achievement is due to the publication of "Busy Carpenters" for city boys and girls, and "The Singing Farmer" for country girls and boys (World Book Company), but the real urge to write on "Reading to Learn" is the famous achievement in teaching seventy-five thousand illiterates to read and write in Louisiana in four months through the use of Mrs. Cora Wilson Stewart's books in which adult illiterates read to learn as soon as they learn to read.

There was no appreciable headway in the elimination of illiteracy so long as adults were expected to learn to read by reading about "The Little Red Hen" and "Little Boy Blue."

There is no reason why all illiterates of 1929 may not easily learn to read by the use of Mrs. Stewart's first books for illiterate learners, in which every paragraph is of immediate interest and importance to every adult who is learning to read.

There were 161,290 adults enrolled in 239 high schools of California in 1929. In proportion to the population State Superintendent Vierling Kersey says this is the record for all years up to date so far as official figures are obtainable.

Knighthood of Youth

KNIGHTHOOD of Youth, sponsored by the National Child Welfare Association, 70 Fifth Avenue, New York City, is an attractive and effective modern organization for helping boys and girls to pilot themselves from childhood to youth with safety and chivalry.

The Knighthood of Youth avoids all entangling race, creed and traditional suspicions, which is a great achievement in this age in which faith in anything is clouded by suspicion of everything.

It is as far from childhood to youth as from apple blossoms to the delicious flavor of the fruit ripe for the harvest.

It is as impossible for children to become youths without the intervening experience of boyhood and girlhood as for blossom to be ready for the fruit harvest without the hard, sour, puckery growing green fruit stage.

There is no inoculation of green fruit with beauty and flavor. The business of green fruit is to grow in its own way in its own time. So safety

in growing boys and girls must be their own heroic purpose to resist temptation. Chivalry must be their own aspiration for honor in achievement.

Knighthood of Youth gives boys and girls a consciousness of increased power in self-protection. They are not negatively good because they are immune from temptation. They are safe in temptation because it makes them good for something to have resisted temptation.

Knighthood of Youth gives a thrill of achievement to boys and girls when they are chivalrous as was the Knight whom they idealize.

Knighthood of Youth protects the home from the suspicion of parents as to the temper and temperament of boys and girls because the enthusiasm of boys and girls to demonstrate safety in comradeship and chivalry in good manners everytime, everywhere, forestalls suspicion.

In school Knighthood of Youth gives to every boy and girl all the time the same zest in character achievement and personal culture that athletics give for the high attainment of a few champions. Each boy and girl is a champion knight all the time.

Knighthood of Youth offers the daily press its first opportunity to be community leader in recognizing the personal championship of every boy and girl in achievement of safety and chivalry at home and at school, in comradeship and citizenship.

The paper every week can enter every home, every school, every church without giving thought to political entanglements or to race, creed or tradition.

Printing the names of elementary school graduates once a year is cheap business as compared with showing devotion to all children of all schools all the year.

Parading of the "home run" or "touchdown" of one student is small business as compared with helping every boy and girl to be a knightly champion everywhere everytime.

The National Child Welfare Association in creating the Knighthood of Youth and the daily press in magnifying the Knighthood of Youth are making character education a matter of mass production.

New Hampshire's Progress

NEW HAMPSHIRE has had a decade of exceptional educational progress, and the State Board of Education, under the leadership of its chairman, Orton B. Brown, and State Commissioner Ernest W. Butterfield, has had an interesting and important Review of the achievements of the ten years.

New Hampshire adopted a new school code in 1919, which has been in operation for ten years.

The code has raised the quality of the schools in the less favored districts, financially. It magnified need of higher efficiency in the rural and elementary city schools. It gave added power and increased support to the State Department of Education, especially authorized it to create standards of attainment for secondary and private schools.

The code of 1919 provided equal length of school year for cities and rural communities, and no school in the state is in session less than thirty-six weeks.

Now boys and girls in the most remote districts in New Hampshire are as well prepared for high school as those of the cities. The high school attendance increased forty per cent. in ten years, and twice as many high school students go to college as ten years ago. The high school enrollments have increased six times as many as in elementary schools.

In 1919 few one-room schools had a teacher who had a normal school education; now a majority of these schools are taught by normal school graduates. In 1919 many children were far from high school opportunities; now 90 per cent. are within easy driving distance of a high school.

Now all schools have the advantage of school superintendents who are college graduates, who have taught at least five years, who have satisfactory personal and professional records, and give their entire time to school supervision.

No new untrained teachers are employed and only untrained teachers of successful experience are retained.

Before 1919 one-fifth of the schools changed teachers during the year. The mid-year change of teachers in 1919 was 540. In 1929 it was only 98.

In nothing has there been greater progress than in the professional service rendered by the State Normal Schools at Plymouth and Keene. They are graduating students from the four-year course and every graduate is engaged in the state at once. They also graduate students from two-year and three-year courses for elementary and junior high schools, and they are all employed in the state.

In only eight of the forty-eight states is the state tax for local public schools as low as in New Hampshire.

In the state five times as much tax money is paid teachers as is expended for school buildings; and twenty-six times as much for teachers as for all administrative expenses.

We have seen no such specific a study of education progress in ten years in any state as this of New Hampshire, and in every respect the achievement has been phenomenal.

Superintendent Willis A. Sutton, of Atlanta, who made Georgia's hospitality famous at the meeting of the National Education Association in July, was high man on the Boston program of the New England Association of School Superintendents.

Belding's Page

ROMAN OR GREEK ATHLETICS?

PRESIDENT LOWELL, in his annual report on the condition of Harvard University, calls attention to the drift of athletics toward the spectacular and the commercial.

You may wonder if the statements of college heads on such subjects have much effect in shaping future policies. The sentiment of active alumni probably has most to do with moulding those policies. The protest of a mere president is heard with tolerance by most of the alumni, with impatience by others. If a president becomes too bothersome, his throne may totter.

No fears are entertained of anything like this happening to the present administrator of Harvard. His tenure is not regarded as in the least precarious. He is carrying forward a great experiment in the adaptation of a long established institution to the social and physical needs of modern youth. Besides, the Lowell way of putting a criticism of athletics is decidedly apt. It amounts almost to a slogan. He says, in effect, that instead of following the Greek ideal of physical development for all, the colleges are adopting the Roman plan of providing a spectacle for the multitude.

If happy phraseology in summing up has its usual potency, the remarks of President Lowell on athletics will become a force in the shaping of policies not only at Harvard but elsewhere.

PROFESSOR WEEVIL

IN A SOUTHERN city stands a monument to the boll weevil.

What an idea!

A fine idea, in truth. For the destructive efforts of that pest in the cotton fields of that area proved a blessing in disguise. It directed the attention of the cotton growers to the need of diversifying their crops, and as a result most of them actually cut loose from tradition and habit, and began to plant and cultivate a variety of products.

"Professor Weevil" taught those farmers that it is not safe to rely upon a single crop. He joggled them out of a mental rut. He deserves to be held in grateful memory, not by one but by many communities of the South.

Cities which have become largely dependent on a single industry—perhaps a textile mill—have been learning through bitter adversity the necessity of diversification, and some of those cities, having turned misfortune to good account by attracting and creating varied industry, may well set up altars to their particular gods of adversity.

"Sweet are the uses of adversity," sang Shakespeare. Not sweet at first, but a sort of bitter-coated pill, the sugar inside.

"DOUG" AND "MARY"

THE silver screen, with its latest acquisition of speech, is exerting enormous influence, for good or ill or a mixture of both, upon the entire world. Nowhere do more millions attend movies and talkies than in America.

In addition to the direct influence of the film drama itself, is to be considered the lives of the actors and actresses. In every movie audience are an unknown percentage of persons who are interested in the players as people. These "fans" read about their heroes and heroines and eagerly devour every scrap of information. The "fan" mail of movie stars is large, and requests for photographs are numerous; being generously met by some of the stars and by others with an offer to send picture in return for small sums payable in postage stamps.

Such well established favorites as Mary Pickford and her husband, Douglas Fairbanks, are specially potent in their ability to sway character. Hence it was gratifying to see in a recent magazine a little essay by these two players, entitled "How to Be Happy Though Famous," and to note that the article was thoroughly sensible and wholesome. Incidentally it could not have been more modest. The writers frankly admitted that luck had had a good deal to do with their success; and as for their ability to attract a larger crowd than the President, when visiting a city, they suggest that a white elephant walking down Main street would draw a bigger gathering than either.

Simplicity was the keynote of the "Doug and Mary" recommendation. They decried the mad quest of happiness through incessant striving for new thrills. It was and is good doctrine, and it will help many people to a saner way of viewing life.

JEALOUSY

ONE of the country's greatest professional schools recently had five very desirable fellowships to confer. It assigned every one of the five to a graduate of some other professional school—none to its own graduates.

And still there are rival institutions which try to discover, and think they do discover, signs of hostility in that school!

Anson W. Belding

Associate Editor.

Is Corporal Punishment Necessary?

By FREDERICK J. REILLY

Principal, Creston Junior High School, New York

LIKE Banquo's ghost, it will not down! And why?

Because no question is settled until it is settled *right*.

Take away by statute or by-law a right inherent in the teacher, in *loco parentis*, and you have tied his hands behind him, and given legal license to cubs to be as impudent as they please.

Isn't it about time we took stock of the situation as a whole—not as it applies to you or me personally in our present positions?

I notice that most of the people who have contributed articles to your series are now in positions in which they seldom if ever come face to face with downright insubordination.

We haven't heard much from the class teacher who deals with the raw material day by day. Unfortunately for our profession all the rules are made by men and women who have been out of the classroom so long that they have lost contact with the real problems.

Unregulated corporal punishment in school is bad. There is no doubt about that. It is bad for two reasons:—

1. The average parents (90 per cent. of them) object to anyone else laying a hand on their children. And very properly. They are quite capable of enforcing discipline themselves. All they need is to be told that Johnnie is making a nuisance of himself in school. They will attend to the rest. But what about the 10 per cent. of broken homes, improper guardianship, weak or vicious parents? The principal should have the power to act in these cases.
2. A teacher striking a child in anger at some real or fancied offence is likely to overdo it and possibly cause a serious injury. That is why indiscriminate corporal punishment has been barred from most of our schools.

But there is a middle ground. If I were writing the by-law I should frame it something like this:—

> Every child, on admission to school, is endowed with citizenship in the school community. This citizenship carries with it absolute immunity from any form of corporal punishment while in school.
>
> No child can be deprived of his citizenship and accompanying immunity, unless and until these three conditions have been fulfilled:—
>
> 1. He (she) has shown himself repeatedly unamenable to proper school discipline.
> 2. His (her) parents (guardians) have been notified in writing that unless there is a marked improvement in conduct he shall be deprived of his citizenship and shall be subject to corporal punishment at the discretion of the principal.
> 3. If, during a probationary period of not less than two weeks, there is no marked improvement in conduct, a second notice in writing shall be sent to the parents (guardians) that from such a date ———— will be deprived of his citizenship and subject to corporal punishment at the discretion of the principal.

I submit that the principal will be called upon to send that second notice only in the rare cases where parental control has absolutely fallen down. And those are the cases in which the school should be empowered to act.

I should further provide that,

> Corporal punishment shall be administered only by or in the presence of: (1) the official teacher of the pupil; and (2) the principal or someone delegated by him.

This provision will do away with the blow struck in anger by one who feels offended. It will provide a witness and a restraining influence to insure that the punishment is not excessive.

With all this formality to be gone through, I think it is obvious that the number of actual cases of corporal punishment in any school year will be reduced to the vanishing point.

The crux of the matter is just this: No one wants to re-establish indiscriminate whipping in school. What is needed is to restore the right to use force where the home has conspicuously failed. And the parents of the ninety and nine have a right to demand that the attention and energy of the teacher shall not be absorbed entirely by the one little fiend who does as he likes at home and expects to do the same in school.

"What the best and wisest parent wants for his own child, that must the community want for all its children." —John Dewey.

Cost of High School Athletics

[Dr. Lewis Hoch Wagenhorst, Slippery Rock, Pennsylvania, has rendered high school athletics a real service by a critical and elaborate study, "The Administration and Cost of High School Interscholastic Athletics," published by Bureau of Publication, Teachers College, Columbia University. We quote important paragraphs from his studies. We omit quotation marks, as it is wholly his language.—Editors.]

STATE high school athletic associations have been organized to check certain vicious and unsportsmanlike practices which are inimical to educational aims and ideals.

Most of these associations are still in an experimental stage of development and show great diversity in form of organization. Revisions of the constitution involving a wider diffusion of responsibility, and changes designed to strengthen the eligibility rules, to increase the number of athletic sports regulated and controlled, and improve the manner of conducting state championship contests, are frequent.

A state association with the following constitutional provisions is recommended:—

A state board of control elected by the representatives of the high schools belonging to the association and empowered by the constitution to supervise and control their interscholastic activities. This board of control should have complete and final jurisdiction over all questions of law and fact appealed to it from a district board.

The adoption of uniform acts of disbarment as an amateur by the state associations is recommended.

Every state constitution should have a specified time limit, a fixed number of school days within the first month of the semester, as an enrollment eligibility requirement. This conclusion is based on the disparity of time limits among the states. It is needed as a check upon "tramp athletes."

Interscholastic athletics have too frequently developed faster than the physical education program.

Reliance upon gate receipts for the support of interscholastic athletics places the responsibility for the selection of the athletic sports which are fostered *upon popular whim* rather than upon desirable physical and educational outcomes for the participants and the school.

Because the high school athletic coach comes into such intimate contact with growing young manhood on the athletic field and in the gymnasium in a type of school work which offers the richest opportunity for the development of strong character, and because so many of the evils of interscholastic athletics are associated with the coaching system, this position should be filled by a man with exceptionally strong personality, irreproachable moral character, technical training, and a high sense of justice and fair play.

All the athletic coaching in high school should be done under the supervision and direction of the department of physical education and by regular full-time teachers of the high school faculty. With the proper kind of scholastic and technical training, certified teachers will be the best fitted for this type of work. The athletic coach should be primarily responsible to the head of the department of physical education, who, in turn, is responsible to the high school principal. The practice of assigning coaching duties to a man who is not employed on full-time by the board of education and who is not otherwise professionally qualified as a teacher, is a form of commercialization which is contrary to the spirit of public education.

The salary of the coach should be consistent with the importance of the service which he renders and should come out of the regular school funds.

The coach's duties should be largely advisory. He should give abundant opportunity to develop the qualities of leadership inherent in the pupils who are playing on his teams. His chief purpose should be to reach the greatest possible number, for the development of character, initiative, co-operation, and leadership.

The budget-making authorities of the school system should make careful analyses of their per pupil expenditures for interscholastic athletics and for physical education. Appropriations for each of these activities should be such as to satisfy the highest educational interests of all concerned.

To minimize all the possible non-educational outcomes of district and state championship contests sponsored by the state high school athletic associations, these contests should be financed by the schools which participate and should be open to spectators without admission charge.

A public school enterprise which has reached such proportions as high school interscholastic athletics should be linked up with the *state department of education*. A state official, thoroughly trained in the field of physical education, could serve to advantage as secretary of the state athletic association.

In most states gymnasiums are necessary to carry on the physical education program during the winter months. An athletic field, preferably contiguous to the site on which the school building stands, owned and absolutely controlled by the school authorities, is a requisite to a modern physical education program. In area it should be large enough to lay out on it a regulation baseball diamond, football field and quarter-mile track.

The high school athletic coach should be a man with an exceptionally strong personality, an irreproachable moral character, technical training, and a high sense of justice and fair play. The same professional qualifications should be required of

him as are demanded of the other high school teachers.

To integrate the interscholastic athletic activities with the life and function of the school, all high school athletic coaching should be done under the supervision and direction of the department of physical education, and by regular members of the high school faculty.

The salary of the coach should be based upon his professional training and experience and should not be out of proportion with the salaries paid to other members of the teaching staff. The salary of the coach should be paid by the board of education.

The budget-making authorities of the school system should make careful analyses of the per pupil expenditures for interscholastic athletics and for physical education. Appropriations for each of these activities should be such as to satisfy the highest educational interests of all concerned.

The financial needs of the interscholastic athletic program should be determined by the director of physical education and approved by the high school principal and the superintendent. Appropriations to carry out the complete approved athletic program should come from the regular school funds.

All games should be free alike to pupils and the public.

Are College Graduates Successful?

By WILLIAM E. CHANCELLOR
St. Xavier College, Cincinnati, Ohio

OF THE ninety-two graduates in a college class more than forty years out, this is the record of some of the men:—

1. A foreign missionary who has built a college, a hospital, several high schools, and many elementary schools, and organized the neighboring farm life in a land of desperate ignorance.
2. A preacher who has been the moderator of the churches of his denomination within the United States.
3. The medical chief of one of the greatest of all life insurance companies.
4. The dean of the graduate school of a great university.
5. The dean of the school of education of a great university.
6. A capitalist-investor reputed to be among the ranking twenty-five men of wealth, the right-hand man of the indubitably third richest man of America, and a philanthropist whose rule of giving puts to shame the title; he gives one-half of his income away each year.
7. The president of an industrial enterprise with 35,000 agencies throughout the world.
8. The chief justice of a sovereign state, who before going on the supreme court bench made a record as state attorney general for getting under control great public utilities.
9. The president of a college.
10. A writer whose books have sold into many millions of copies.
11. A member of Congress.

There are at least twenty-five other men whose success has been worth thinking about. One became a scientific discoverer whose career was cut short untimely. Another is head of a famous old academy.

It may be objected by those who are doubtful about the value of going to college that this class must be exceptional. It happens that the very next class to this one has a record of success even higher. Among its men are the president of one of the greatest of all industrial enterprises of America, and the president of one of the greatest railroads.

Of seven classes in consecutive order averaging over forty years out, the record averages quite as good as that of the first class cited, which happens to be the middle one of the list of seven.

Was this power or this success in any sense inherited? Not unless one includes biological fitness from ancestry. Most of these successful men came apparently from modest origins. It is true, indeed, that the very richest of these graduates, of whom there are several with incomes reputed to be several millions a year, inherited considerable fortunes; but many of the other millionaires started with no fortunes at all.

Let us cite a few cases.

The Congressman was the son of a city policeman.

The university deans had for fathers a bookkeeper and a carpenter.

Several had for fathers country preachers.

The main defence of the old-style four-year college is that it has the power to develop talent and character. Another defence is that its graduates long years after insist upon the equality of various kinds of success. The democracy of college days persists into age. Of the graduates cited in the first class twelve have had their records in *Who's Who*, and there has been no favoritism for any occupation there.

Only one thing seems unfortunate in the records of the 567 men in the above-mentioned seven

college classes in consecutive order. This is that the number of children is relatively much smaller than in an equal number of the general mass of adults. One-sixth of the men never married; another one-sixth, though married, were childless. The largest of all the families was nine children. There was no family of eight children. A family of even five children was rare.

But as an offset, the per cent. of divorce was but three for the entire number of marriages. Those college men married into lives of contentment.

Of all the kinds of success, fame is the most difficult to attain and the most enduring. Next comes power. Third is wealth, and fourth, and perhaps lowest, is the establishment of a family. The day of college commencement opens the first gate into the path of fame. That college men attain power and wealth far beyond the average of other men is obvious upon any examination of the records of graduates. And that they use fame, wealth and power in general for the welfare of the public about them to an extent beyond other such men could be demonstrated, were this required. One thing that sometimes the general public does not see is that the non-college graduates who have given vast sums in benefactions have always done so according to the advice of trusted college graduates. Moreover, in acquiring the riches from which the benefactions have come, college graduates have been at hand as employees in highest places. Like all other genius, business genius short-circuits and needs no extended education.

The public does not doubt that a college education is an excellent preparation for service, useful service to mankind. Perhaps frequently a college education spoils a man for money-making and for any mode of personal ambition. It may reduce earning powers by turning men into other channels of social activity. But even so, no one doubts that in a very high per cent. of cases it makes men more useful to their fellows.

The records of these seven classes forty years out demonstrate that college attendance increases many times the probability of what is styled "worldly success."

The Circus Parade

By WILLIAM E. BARTON

I HAVE never needed Grandchildren as a smoke-screen for attendance at the Circus; for even when I was a small lad, my father thought it well that we all should go to what he called the Animal Show, and being there, to behold the Curious Beasts which God had made, we also beheld the Curious Performances of the Circus, and the Side-shows beside. But if a man hath Grandchildren, he is reasonably sure of invitations to attend the Show.

As nearly as I can judge, the Shows are better than they were; and I think the Show-people have not time to be very bad.

So I went to a Circus with a Job-lot of Grandchildren, and I talked with the Manager. And I said, Things have moved since the days of Old John Robinson, and even since those of Phineas T. Barnum.

And he said, Barnum was not much of a Showman. He was clever at inventing Headliners, but it was Bill Bailey who learned Barnum the Show-business. But after Bailey still came others, and Bailey himself would go broke now if he managed his Show in the old way.

And I said, I can well believe that. But tell me, Where is the Old-fashioned Parade?

And he said, It hath gone where the Woodbine twineth. John Ringling tested it out and found that it no longer paid.

In the old days folk piled the Whole Family into a Farm Waggon and drove to town and spent the day and took in everything and went back late at night tired and we hope happy. But now do they hop into a Ford and drive Thirty miles after Lunch, and see the show and go home for Supper. But if we get them to town in time to see the Parade, the children get tired and the family hoppeth into the Ford and goeth back home and doth not stop for the Show. Wherefore have we ceased to furnish Free Competition against ourselves. For the Parade costeth us Cash, and doth weary those who Participate, and John Ringling declareth that it Diminisheth the Receipts at the Ticket-waggon. Wherefore do we cut out the Needless Expense and Fatigue of the Parade, and thereby Increase the Business of the Show Itself.

And I think that other men might learn some things from the Circus Managers. For I am impressed with the Fact that in Education and in Religion, to say nothing about Commerce and Manufacture, the Street Parade doth often outbid the Show. For the Street Parade hath for its object the Luring of Folk under the Big Top; and if it serve instead to give them so much of the Show that they care for nothing inside it cannot be reckoned as Profitable.

Distributing Responsibility

By HAZEL M. HACK
Supervisor of Elementary Education, Dartmouth, Massachusetts

WHATEVER the plan of organization followed, it should include the superintendent, the supervisor, the principal, and the teacher. Each has a peculiar contribution to make, the superintendent as a head, the supervisor as a specialist, the principal as a generalist and the teacher as a teacher.

There exist different types of organization in the different school systems, but many systems in general have the teachers' association, the administrators' club and the group restricted especially to the elementary supervisor. The purposes of these organizations as stated in their constitutions may be summarized as follows:—

1. To promote the cause of education and to make a contribution thereto.
2. To stimulate professional growth and good fellowship among school people.
3. To provide ample opportunity for discussion and experimentation in educational fields.
4. To multiply the opportunities for service to the profession.

In an organized group there are unlimited opportunities to make comparative studies of a type needed for the rapid and most effective solution of practical problems. It is a safe prediction that clubs of this sort will prosper to the extent that they offer an effective means for the comparative study of the problems confronted by their members. Teachers' associations which do not carry a program of solid professional study as one of their major purposes cannot expect to enjoy full support from the superintendent who is actively endeavoring to improve his work.

At the request of the superintendent the local teachers' association has the privilege to choose certain of their number to co-operate in determining adequate standards for the particular community. The program involves first a committee to study the needs of the local field, to investigate the requirements of other towns and cities and to assemble data from other sources. Second, the local organization should administer a program for increasing the professional study and preparation of its members. This plan may include lectures from educational experts, reports of studies by individual principals and teachers, committee reports, professional reading circles or teacher study clubs, or enrollment in formal courses in education. In addition to this the affiliation of the local town or city organization with the State Association is always a help.

The administrative organization of our schools generally accepts four types of supervisors.

1. The general supervisor (superintendent, supervisor of elementary grades, supervisor of upper grades).
2. The departmental or special supervisor (art, music, etc.)
3. The building principal.
4. The classroom teacher.

Supervision is, on the face of it, the work done, by certain officers of the school other than regular classrooms teachers, to influence, guide, and improve instruction. In its earlier evolutionary stage it was called and was inspection—a checking of the performance of a hired employee against specific directions and requirements by a representative of the employing authority. In a modern and progressive school system it has developed into a totally different procedure, far removed in its conception and purpose from the earlier idea. A teacher is no longer merely a hired employee doing the routine work of a drill-master, but the state's official representative—a friend and leader of its youth. The supervisor is no longer a time and performance checker, but a friend and leader of the teachers—a teacher helper. The supervisor's work is to distribute and make universal the best things that are done by teachers anywhere, to bring to bear on the problems of the teacher the foremost philosophy of method and educational processes, to inspire teachers to fine living and professional growth, to encourage them to be interested in and to participate in the creative function of curriculum making.

Theoretically the function of supervision—teacher-helping—is vested in the superintendent as a final responsible professional authority in the school system. The people and their legally chosen representatives hold the chief executive of the schools responsible for organization and results. If the system of instruction is good, he, as a representative of the schools, should be the official recipient of the credit. If it is poor, he should be blamed and held responsible—all provided, of course, he is given time, funds, and adequate authority with which to carry out his policies.

The work of the superintendent in guiding and influencing instruction can no longer be done in person in any large measure. The development of large and complex school systems in our towns and cities makes it physically impossible for a superintendent to do much personal supervision of instruction. The broadening of the curriculum and scope of activities make it technically impossible for the superintendent to give expert advice and guidance in all lines. The effective superintendent

influences instruction by control and direction of general policies and through especially equipped and chosen supervisors, selected for assistance in the technique of instruction. To these the superintendent delegates authority to do what he finds it physically and technically impossible to do himself.

The line of administrative and executive authority within the school system extends directly from superintendent to principal. Each one—superintendent, supervisor, principal, and teacher—has a specific contribution to make to the work of instruction and organization of their school: the superintendent by control of general policies and by efficient organization and general and comparative knowledge of the practices of other school systems, and of educational progress; the supervisor by her special preparation and equipment, by her comparative knowledge of the work of other teachers and schools within her system, and by specific study of the philosophy of her special work; the principal by his personal contacts, natural leadership of his teachers and intimate knowledge of the best work and methods within his school, and also by his zeal for a knowledge of general educational progress; and the teacher by her leadership and guidance in creating interest and life situations in the classroom.

In some school systems there is a sufficient number of pupils who are retarded mentally to make necessary the organization of special classes for them. This transfers the problem of providing adjustments for such children from the shoulders of the regular classroom teacher to those of the teacher of the special class.

Such units or organizations are prescribed for by the state department and the commissioner of mental diseases. At the beginning of each school year the committee of every town or city where there are ten or more such children shall establish special classes for their instruction according to their mutual attainments, under regulations prescribed by that department.

There is a difference between an opportunity class, so termed, and a class for mentally defective children. An opportunity class should be a class for slow, backward children, giving them a chance or an opportunity (hence the name) to catch up. On the other hand the special class should be for those children whose bowl is already full, as far as the elementary work is concerned, and who can only be taught handwork of various kinds.

In some systems organization of special classes for the unusually bright pupils has been tried as an experiment, but the tendency at the present time is to give such pupils a considerably broader curriculum, and to introduce new methods of instruction for them. Such special classes for the exceptionally bright promise to relieve the classroom teacher of problems of enrichment that are somewhat difficult.

Thus through the systematic organization of our schools would we try to fit the youth of our country for a bigger, broader and richer life.

Science and Religion

By ALFRED OSMOND

Brigham Young University, Provo, Utah

Why should not Science and Religion live
In harmony and peace forevermore?
They both have many precious gifts to give
To life, and both can train the mind to soar
Above the lightning's flash, the thunder's roar,
Above the storm clouds of unfriendliness,
Where progress enters through the open door
That leads to fragrant fields of happiness,
Far, far beyond the scenes of sorrow and distress.

The spirit of Religion will not falter,
Unless her church is builded on the sand.
She will not lay her gifts upon the altar
Until the palm of peace is in her hand.
All men of vision clearly understand
The glory of the future is to be
A forward march towards the Promised Land,
Beneath a banner of fidelity
That adds to equal rights a common destiny.

Religion has seemed narrow and exclusive
And Science has seemed arrogant and cold,
While both have been unfriendly and abusive,
And they have magnified a thousandfold
Each other's faults, but they will have and hold
A clearer vision and a broader view
Of life and its relations to the mould
That stamps the good, the beautiful and true,
To train men how to think and teach them what to do.

My eyes, that have been washed with many tears,
Can see Religion sitting on her throne.
Reflected from the light of future years,
I see the claims of Science to her own
Established at a time when it is known
That both have been ambassadors of Truth,
And both have been evolving and have grown
Until, no longer callow and uncouth,
They wear the golden crowns of their immortal youth.

Personal and Professional

FRANK B. STEVENS, who was a creative educational force in Brooklyn in the days of Dr. Maxwell, and later, and was retired at seventy years of age, is now luxuriating in his lovely home in Fairhope, Baldwin County, Alabama, winters, and in his home at Centre Harbor, New Hampshire, summers, as he has been doing for forty years. We know few men who are finding more comfort and joy in living than he does as an octogenarian between Fairhope, by the Gulf, in winter, and by Lake Winnipesaukee in summer.

ROBERT E. DOWNS, who has been one of the nine directors of education of Cook County, Illinois, has retired from county service with Edward J. Tobin, opening a law office in Chicago. Mr. Downs was admitted to the bar in Chicago before he joined the county staff, and has been an exceptionally able champion of education, and public-spirited community leader as well. He enters upon the practice of law with every favoring condition.

O. C. HUBBELL, one time president of Fairfield College, Nebraska, died in his home in Pasadena on November 30, at the age of eighty-five, as a result of an automobile accident.

C. E. HODGIN, editor and publisher of New Mexico School Review, Albuquerque, is the dean of education in the state, having been in professional service in the state for forty-five years. He was principal of the Albuquerque Academy, which was established by the New West Education Commission, headquarters in Chicago and Boston, when I was associate secretary of the Commission, 1883-6.

Mr. Hodgin was the first public school superintendent of Albuquerque, and later became head of the Department of Education of the State University for thirty years. The New Mexico School Review is rendering noble service in developing the new education under State Superintendent Montoya's leadership.

WILLIAM E. HAWKES, professor, Anatolia College, Salonica, Greece, for the past six years, is living this year in the United States for study in Teachers College, Columbia University, but is glad to lecture, with illustrations, on Greece and its relation to the international calamities of recent years.

No one available for the enlightenment of America on the conditions in the Near East approaches William E. Hawkes, 500 Riverside Drive, New York City.

JAMES PINCKNEY KINARD, president, Winthrop College, Rock Hill, South Carolina, assumed great responsibility in succeeding the late Dr. David Bancroft Johnson, who created the college and developed one of the leading professional colleges of the South, but he has demonstrated rare ability, and the year has broken all records in enrollment, and has maintained the scholastic spirit and high morale for which Winthrop College has been noted.

The faculty, which had been selected with rare judgment and was the embodiment of Dr. Johnson's idealism, met their responsibility with ardent devotion, and kept the pace of progress, to which the students responded nobly. Thus President Kinard has made an unprecedented record in scholastic and professional leadership.

WILBUR FISK GORDY, who died on December 23, at the age of seventy-five, was superintendent, Springfield, Mass., 1904-1910, and was a highly successful author of textbooks on history. He was a member of the School Board of Hartford, 1913 to 1928, and was highly esteemed, locally and nationally.

E. M. HAHNEL, music supervisor of St. Louis, had a chorus of 800 voices and an orchestra of 100 instruments furnish the music for the closing evening of the State Teachers Association. St. Louis and Kansas City take high rank among the cities of the country in public school music. Indeed, public school music has reached great heights in this decade of achievement in education.

HENRY J. GERLING, acting superintendent of St. Louis, was elected president of the State Association, no rival candidate being presented. This was an especial recognition of the teachers of St. Louis and incidentally of the present situation in that city. The suggestion that there should be a woman presented every other year met no response this year.

WILLIAM JOHN COOPER, of the Federal Office of Education, is demonstrating high administrative efficiency in the development of specific achievement in various activities in the office and in personal field service. He has the temperament which promotes appreciation of local attainments, and broadcasts in every address the spirit of achievement, which is magnified anywhere and everywhere. His first four months of this school year were spent in learning the best everywhere and in inoculating the school systems wherever he went with the best he saw anywhere.

They Say

CHARLES F. THWING, president-emeritus, Western Reserve University:—

"To accept favors gratefully is more difficult than to bestow favors graciously."

LOUIS L. EMMERSON, Governor of Illinois:—

"Pupils come and go in our schools in an ever increasing stream. Teachers give the best years of their life to the service, are pensioned and die, but their work lives on.

"In laboratories we find men and women dedicating themselves to research against cancer, insanity and contagious disease, because years ago some teacher taught the beauty of service to one's fellow man. At the inventor's bench we find men and women harnessing new forces to do the work of mankind, because some teacher inspired in them the will to create.

"In our legislative halls and executive offices we find men and women striving faithfully and honestly to improve government, because some teacher impressed upon her charges the love of good government. In our churches we find men consecrated to a life of ministry to others, because some teacher inspired in them faith and love and unselfishness."

MRS. MARION COATS GRAVES:—

"What we really mean by 'individual guidance' is that we are trying to find a method on the college level whereby the student will remain an individual, will develop in lines peculiar to himself, will graduate, each with a field in which he not only gives promise, but in which he has already attained a measure of success."

GUSTAV A. LUNDQUIST, University of Minnesota:—

"Knowledge without action is useless, and action without knowledge is dangerous."

WILLIAM B. SNOW, assistant superintendent, Boston:—

"Home-making is a full-time job for any woman, and school teaching is a full-time job for any one."

A. LAWRENCE LOWELL, president, Harvard University:—

"The blight of American education is working for near objectives and scoring them off when attained, a tendency encouraged by the system of courses and counting of credits.

MARY E. WOOLLEY:—

"The college is concerning itself primarily with the development of the mind rather than the control of social customs. The right of the individual to do as she pleases has come to be recognized in the colleges because we have found that the college girl can be trusted."

DEAN INGE:—

"There are some persons who suffer from a chronic rush of words to the mouth."

EDWARD BOK:—

"No man has a right to leave the world as he found it. He must add something to it; either he must make its people better or happier or he must make the face of the world more beautiful or fairer to look at."

LEONARD P. AYRES, Cleveland:—

"Nineteen-thirty will be a year of slower, soberer business, more business failures and fewer mergers, more sweat and less swank, more trust in investments and fewer investment trusts, more faith, less hope, and less charity."

WILL ROGERS:—

"All the big financiers and writers are saying 'good values are worth as much as they ever were'; but that's the trouble, nobody knows what they ever were worth."

PROFESSOR PETER W. DYKEMA:—

"In the long run the radio, phonograph, and the talking films will prove to be more of a disturbance to the musician than the invention of printing was to the poet."

S. A. COURTIS, University of Michigan:—

"No one should aspire to be a creative teacher who does not believe implicitly in the possibilities and worthwhileness of growth in every child whatever his I. Q. Faith works more miracles than science in the recreation of childish minds."

HERBERT HOOVER, President, United States:—

"The first duty of the President under his oath of office is to secure the enforcement of the laws."

EDITH B. JOYNES, president, Department Classroom Teachers, N. E. A.:—

"Leadership, self-control, poise, service, and group responsibility cannot be developed by the lecture method any more than swimming can be learned by correspondence. Everyone knows that our youth must have guidance in student or co-operative government, in athletics, in clubs, and social affairs."

Everyday Life in Siberia

(PART TWO)

By L. H. PUTNEY*

No one can cross Siberia without being greatly impressed with its wealth of large rivers, including four of the eleven longest in the world. If it were possible to utilize them in a big way, the transportation problem of the whole country would be very largely solved. Distances are so great that before the grain and other bulky low-priced products can reach the world markets all the profit has been eaten up in transportation costs.

Unfortunately, with the single exception of the Amur, all the great rivers east of the Urals flow northward and empty into the Arctic Ocean. At the best along this "northern marine way" there is open navigation for only about ten weeks each year. The rest of the time it is filled with uncharted ice, while the rivers themselves in their lower courses are frozen solidly. As a result, except for the annual Kara Expedition to the mouth of the Ob, and for an occasional ship to Yenesei Bay, little of the produce of Siberia reaches the outside world via its inland waterways. What an economic loss to the country this means can easily be appreciated when one observes the width and depth of many of the streams hundreds, yes, thousands, of miles, from their mouths. At Krassnoyarsk, where the railway crosses the Yenesei, that river is nearly three-quarters of a mile wide. So great a volume of water does it carry that when it disgorges into the Arctic Ocean twenty degrees of latitude farther north, it is said to freshen that sea to such an extent that real marine animals are not found closer to Golchika (the village at its mouth) than 260 kilometres.

The question naturally arises, "What is the industrial life of the twelve million people who live on the steppes and in the mountains and valleys of this tremendous expanse of territory?" Perhaps a million of them may be accounted for as city-dwellers, for here and there we find some whopping big towns. For example, Omsk has a population of 161,000; Novo-Sibirsk (the capital of Siberia), of 121,000; Vladivostok, as we have already mentioned, of 110,000; and Irkutsk, of 98,000. Tomsk, often called the "Athens of Siberia," although far from the main line of the railway, can count more than 91,000 persons; Barnaul, a town on the Ob, half-way to the Semipalatinsk country, which is famous for its "marals," deer, whose horns are highly esteemed in China for their supposed medicinal qualities, can boast of 74,000 inhabitants, and Krassnoyarsk, of 72,000. Chita and Blagovestchensk and Khabarovsk (the capital of the Far East Region) can each show more than 50,000 residents. The rest of the eleven odd millions are peasants, engaged in raising grain, stock breeding, dairying and small farming, lumbering, mining, trapping, and fishing.

The Soviet authorities claim that one-third of all the horses in the world are to be found in the U. S. S. R. After what I have seen crossing the country, and specially along the Trans-Siberian Railroad, I am not only prepared to believe this, but also that they have as large a part of the cattle of the world (they do not claim that, however). For the most part, the hillsides and meadows are covered with both, and against the velvety-green background they make a picture which one can never forget.

Let me say here that almost everywhere the landscape was a green one, for it is during the summer months that Siberia receives most of her precipitation. Indeed, it is due to this fact, and to the very long hours of daylight, that crops mature as well in much of that country as they do in parts of the U. S. S. R. which enjoy a considerably longer growing season.

Speaking of live stock reminds me that I saw very few hogs. Upon investigation I found that only in dairying regions are they raised to any considerable extent, owing to the expense of feeding them during the many months of the year when they cannot grub for themselves. Those that I did see bore a striking resemblance to our common "razorbacks" down South.

Although Siberia has hundreds of millions of acres of *taiga* or virgin forest, I saw almost no stands of large timber. Upon inquiry I was informed that when the railway was built all the taiga within four kilometres of the track was cut down. Then, with the coming of settlers, began the custom of burning the fields every year. As a result of this, and of the natives' habit of setting fire to the underbrush once in eight or ten years to increase the supply of wild berries, great masses of fine timber have been destroyed and the taiga has been pushed back farther and farther. In its place has sprung up a wilderness of scrubby deciduous trees, much as has happened along the Intercolonial Railroad in Eastern Quebec. That there were somewhere in the back country forests of magnificent firs and spruces and pines one could have no doubt, for we were continually passing trains loaded with lumber, some of which quite likely would eventually reach America, since lumber is one of the principal ex-

(Continued on Page 73)

*Foreign Representative.
Little, Brown and Company.

Schools, Vocations and Courses

By ARTHUR DEAN

A very timely topic for the school mid-year addressed to youth from nine to ninety, and written with the thought in mind that some teacher may cut and put on a classroom bulletin board.

Dear Young People:—

Now imagine yourself alone with your thoughts racing down the years that are to come — your tomorrow.

1. What do you really want to do with yourself? In these important years of your young life do you want to blunder around, taking the first job that happens along, or is there a vocation in which you are really interested?

2. You are now come to the second half of this school year. Are you going to wander all over the school curriculum picking out subjects which are snaps, or which your friends take, or which you like because you can get a good mark sans work? Are you going to conclude this "get by" business by merely getting a diploma which does not mean a blooming thing except that you have "graduated"? Or are you taking courses which actually lead somewhere? In other words what's your school aim? A diploma, a vocational preparation, or just a place in which to stay when it's raining?

3. If you are undecided about what you want to do are you taking the stiffest possible course in school or college, or are you choosing the easiest? It is much easier to drop down from a strong course than it is later to try to rise from a weak one.

4. If you are going to college do you know to what college? Are you sure that the course you are taking leads to that particular college, or do you only "guess so"? Surely in your senior year you don't want to discover that your particular college requires Latin or higher mathematics or two foreign languages when you can only offer elementary mathematics, one language and no Latin. Why not discover these facts now? It's up to you. As far as possible get your information down in black and white. Then select your school subjects accordingly.

5. If you are not going to college, just what does your present course lead to? A teacher said to one of my young readers: "The general course fits one to do anything." Do you believe this?

SUCCESS RESTORES CONFIDENCE

6. If you are not doing well in school and feel a sense of failure, is it or is it not true that this sense of failure is going to harm you a great deal and help give you an inferiority complex? And is or isn't it true that you had better leave school and get a job in which you can succeed and have this success restore your confidence in yourself? A big point, my young friend.

7. If you are not doing well in school and don't care to do well, is it or is it not wise for you to continue to waste these very important years of your young life? Success depends upon forming good success habits. Failure comes from piling up failure habits. What is the effect on your life of constantly saying, "I don't give a darn"?

The purpose of this plain-speaking article — a plea for the purposeful life — is to start you thinking.

Copyright.

Everyday Life in Siberia

(Continued from Page 71)

ports to the United States from the U. S. S. R. In the west, too, we saw a number of sawmills, some of which would do credit to Texas or Louisiana or Mississippi. As a rule they were located on the banks of rivers so that the logs could be floated down to them.

With so much timber in Siberia, it was natural to find most of the buildings made of wood. More than once I had an opportunity to observe them in process of construction. Usually they were made of logs, one face of which had been hewn or sawed smooth to form the inside wall. The logs were laid one above another with a generous layer of hemp placed between them, and were fastened together with wooden pegs nearly an inch in diameter. The girders which supported the roof were notched and also pegged. Unlike European Russia, where I saw many thatched and some mud roofs on the houses of the peasants, in Siberia and the Far East Region almost universally the roofs were made of sawed lumber, except along the Ussuri, where a good many galvanized-iron roofs were in evidence.

Anyone could see that these houses would be warm in winter, which is well, for this part of the world is a land of very low temperatures. In the Trans-Baikal Region the thermometer in winter often goes as low as —60°F., although east and west of there the average is much higher. While the winters are warmest in the valley of the Amur and along the Pacific, the climate of those regions is much more disagreeable than it is farther in the interior, owing to the cold, raw winds which blow off the sea. (*To be continued*)

The Way of Peace

(Through Education)

By D. H. COOK

Since they are mine and I love them more
As they seek my room or pass my door,
How their hearts meet mine while I love them much,
As their souls respond to my parent touch!

Since they are mine, as is in my heart,
And they know my plan to play my part,
I can feel their natural zeal for me,
As I teach them life and the rule of three.

Since they are mine wheresoe'er they be,
In the neighb'ring homes or lands unfree,
I would bear the deed unto them alone,
As I think of them as of mine—my own.

Since they are mine and I love them so,
Could I shoot them down in row on row
With the shrapneled shot and with flaming fire,
As if feeding hell with a hell's desire?

Thus mine are thine, as of one, the same—
All alike in love, unlike in name.
I will teach to each that our warfare cease,
For what's *thine is mine in The Way of Peace.*

WINSTON

Gone . . .

is the little red schoolhouse

Gone, too, are its far-from-sanitary slates. But what better illustrates our progress than a comparison of the lexicons of yesterday with

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Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS IS CONDUCTED BY A SCHOOL EXECUTIVE.

323. How can a teacher, a real teacher, find time to play? (California.)

How can she find time to eat? By believing it necessary and taking it. How can she find time for reading? By believing it necessary and taking it. How can she find time for play? By believing it necessary and taking it. There is no other way.

"But my work is my recreation," I hear from some good misguided soul. Nobody's work is his recreation, for recreation implies the element of change, different, happy reactions; new people, new places; new facts, new faces.

"All work and no play makes Jack a dull boy," and dullness is fatal in teaching. We must get out, enjoy the social world if we are to have vision, know life and lead our pupils wisely and happily.

But how to get the time, the time, you keep saying. Put it "play time" in your time budget. Put it in regularly, so much time for work; so much time for play; so much time for sleep, and then live up to it. It can be done. It is being done by the teachers who are most successful for the longest time. Every teacher today needs to budget her time just as carefully as she does her money; more carefully, if anything.

324. I am a superintendent in a small town. What can I do to cut down the turn-over in my teaching corps this year? (Michigan.)

First, it is wise to study your turn-over for the last five years and see how much of it was undesirable. All turn-over, especially in small places where salaries are low and social and educational satisfaction small, is not undesirable. You will, of necessity, get some poor teachers every year, and these you want to lose. How much do you want to cut your turn-over down is the first point to determine.

Then early in the spring some superintendents send out a questionnaire to find out the teachers seeking a change and the reasons for it or putting it from the other angle the necessary changes that would keep them in the system another year. Frequently it is salary, but not always. Sometimes it is a change of grade or work, or a transfer from one part of the town to another. If you know definitely what a teacher wants you can sometimes meet it, and in most cases you won't know unless you ask.

In small places the lack of social life is frequently a cause of teacher turn-over. A superintendent can help by interesting himself in seeing that his new teachers get the best possible boarding places, are looked after by the older teachers for the first few months, get into the right clubs, and by manifesting his interest in their happiness in other ways according to the local situation.

The starting of a teacherage, where a few can live together, instead of boarding around in different parts of the town, keeps teachers happy in some places, and is a good project for a superintendent to encourage.

325. Why is group consciousness or solidarity so notably lacking among teachers? It is not true of the other professions. (Massachusetts.)

A very large number of teachers in this country are between sixteen and twenty-one years of age—children. They are in the profession, but not of it. From them you can never get any professional spirit, group or otherwise.

Another large number are women between twenty-one and thirty who plan to marry and keep this thought primarily in their minds. With them teaching is definitely and consciously a secondary matter. It is a big question as to whether a woman teacher is ever really "a professional" until after she is thirty. This second group of course are responsible for part of lack of professional solidarity.

Now, as to the men. We still have a number of young men who teach for a while and get out, make a little money to go farther in another direction. Another group graduate from college, not prepared for teaching, but get jobs in high schools, and because of lack of purpose and professional training have no professional standards. You cannot expect them to have any concept of professional solidarity. Where would they get it? These facts are not true of law nor medicine. To practice in either maturity and professional training are necessary. They also are "commanding careers," not temporary arrangements.

The only group consciousness or professional solidarity you can expect to find in teaching is in your matured, highly trained group. It is no use to look for it anywhere else. You say you don't always find it there. True, you don't, for social and political reasons I won't go into here, but those social and political handicaps are becoming less every year, and the professional solidarity in that group is increasing in quality and quantity, and is continually demonstrating its force in this country. So look up and remember that the teaching profession includes only part of the teaching body, but in that part is much solidarity.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Getting By—I

The tutor of the king's son scratched his scanty white hairs and sighed. "Young master," he said, "you are my despair. How many hours have I labored with you, teaching you to write. Tomorrow the king, himself, comes to observe progress. What am I to say to him? What excuse shall I offer?"

"Don't worry, old grandfather," said the youth, with a loud laugh. "We'll find a way to get by. What does it matter whether I learn to write or not? It is more important that I play ball. The outdoors is good for me. The time will come when I cannot run as fast as I can today, nor throw with the same aim,— that will be time enough to worry about my writing, and my number work and my literature."

"My son," said the tutor, "that kind of talk is all very well, but it gets us nowhere but under the shadow of the king's frown. In the golden days of now, nature gives you strange powers of mind that she denies you later. Come! Come! Get to work now in preparation for tomorrow."

"Ah, forget it!" cried the prince, with a wave of his hand. "I'm too busy with athletics. Goodbye until supper time."

The next day the king arrived for his monthly inspection. All the little princes and princesses were there, dressed in their Sunday best.

"Little ones," said the king, "I know you have worked hard. If you all pass in this little test I am giving, I shall present each one of you with a gold apple. Here is the test."

The king, thereupon, dictated a short sentence for all to write out in their very best script. Of course the athletic prince had no script, for he had never learned to write. However, he had a sharp mind. He had provided himself with a jester who was not so foolish but what he could do a beautiful piece of work with pen and ink. The jester, as was the right of jesters, went where he would, and no one, except the old tutor, thought it strange that he should seat himself by the prince's side. It took but a twinkle of a bird's eye to swap papers when the writing was done, whereupon the fool sang and danced himself out of the room in real jester fashion, while the prince strode up to the front and handed in his sheet.

"By my beard!" cried the king, "This is a noble writing if ever I saw one. I am proud of you, my son. Here is your golden apple and a golden pear besides, and also a golden peach. Such beauty of script deserves handsomely, and as for you, honest tutor, you shall be served an extra ration of food with every meal."

"But sire,—" stammered the tutor.

"Not a word. Not a word!" commanded the king. "I have spoken. That is enough!"

The poor tutor thereupon hung his head, and knew that he would never again take honest joy in anything he ate. As for the other princes and princesses, they looked sideways at each other, first this way and that, and then they clenched their little fists under their tunics and gritted their little teeth, and hissed little hisses out of their mouths.

The next day the king sent for his athletic son. "My boy," he said, "behold here the seven wise men and the vizier himself. All have come to see my son write a script that is beyond the power of all of them. There is paper and there is pen. Go to your task, for I am very proud of you."

"Father," said the prince, "I do not like to write in public before all these. It makes my hand tremble. Permit me to retire for a second into yon room."

"Be it so," agreed the king. "Your modesty is very commendable," but one of the wise men was really wise, and knew, not a thing or two, but a thing or three, and he stroked his fine silken whiskers and nodded, and when the youth returned with the jester's writing, he rubbed the tip of one finger over a letter, and so smudged it.

(To be Continued.)

Getting By—II

"Master," he said gently, "pardon me, but I have smudged a letter. Will you kindly pass the pen over it again?" and when the youth did so, with a crooked, wavering line, the wise man nodded once more and was satisfied.

A year passed and then two, and the king died, and the choice of his successor fell exactly between the athletic prince and his brother, younger by a year.

The fateful evening of the choice found the seven wise men and the vizier present, with the two princes before them.

"In all things the athletic prince prevails," said one wise man. "He is powerfully built and good looking."

"Except for a shifty eye," said the seventh wise man.

"He is swift to run," said another.

"And also to deceive," said the seventh wise man.

"His script is beyond all others, as we have seen," said another.

"How do you know?" asked the seventh wise man. "Have you seen him write?"

This was a poser, for no one could recall having seen the prince write a line.

"Why not let him show us this faculty of his?" said the seventh wise man.

"Why not?" asked the others.

"Let this be the deciding thing," said the seventh wise man. "If the prince writes well, he shall rule over us." To this all agreed. Paper and pen were placed before the youth, and he was bidden to write. The jester sat at his feet and looked up at him with a roguish look in his eyes.

"Write!" commanded the vizier, but the prince hung his head and did not touch the pen.

"Let the jester write for him," said the seventh wise man. "Even so would our country be ruled by one who stooped to use a jester's brain instead of the one God has given to himself."

Lightening the Load

Have you ever tried to lighten the load? Of course you know what lightening the load means. One thing it does not mean is the taking off of the burden only to set it on the ground. Many people try to lighten the load that way. A girl says: "Mother is foolish to slave the way she does." The advice is good, but useless unless the girl takes over some of the load and carries it herself. A boy says: "I wish we had an oil heater. It's hard on father to work all day and then sift ashes all Saturday morning." The boy's thought is generous, but useless unless he lightens the load by sifting those ashes willingly himself.

There are many ways of lightening the load. Some people have to be forced to bear their share. They are the kind that groan and grow knock-kneed under it. Some people have to be coaxed to do their part. Such people grow up with nasty dispositions to battle with. Some people, however, of their own free will, when they see the need, take over the load that is breaking someone down.

I saw an instance of this not long ago. As I passed a little cottage a red-faced, tired-looking woman came to the door for a breath of air. She carried an infant in her arms. A little girl who lived not far away saw her.

"Oh, Mrs. Jones," she cried, as she ran up the steps and reached for the child, "let me take little Jack into the orchard. It is nice and cool there." You should have seen the look of relief on the tired woman's face as she handed the baby to the girl. One does not have far to go to find chances to be a load-lightener.

Sometimes I think there ought to be a society known as the Ancient and Honorable Order of Load Lighteners. I should like to see that society in convention. I am willing to venture a wild guess that in its membership would be enrolled the really big men and women of the next generation.

The Trail of the Spirit

What more fascinating sport in the world than hunting on the trail of the spirit. Going abroad each day, armed with the bright net of an understanding mind to ensnare here and there, in most unexpected places, the glittering wings of the spirit things that blush and fade, like those of butterflies. In an interesting book, "Two Bird-Lovers in Mexico," by William Beebe, I recently came across the results of such a hunt. Mr. Beebe records his experience thus:—

"While walking up the dark ravine I saw, to my amazement, four flecks of sunshine dancing slowly ahead of me, although at that moment not a breath of air stirred the branches. I could make nothing of it until I enclosed the flickering spots in my net. Only then did I see that they were only four yellow and white markings, one on the tip of each wing of a large dragon-fly. In the dim light of the ravine, the rest of the wings, transparent and colorless, and the long attenuated body, were absolutely invisible, leaving to the eye only four golden spots which would ordinarily be lost among the myriad dots of sunlight. For an insect of its size the protection was the most perfect I had ever seen. To photograph the dragon-fly I had to pose it in the strongest sunlight, thus giving no idea of the wonderful illusion which a deep shadow produced — when the wings vanished, the body became a slender twig, and only a single spot of yellow, where the wings overlapped, told of its position; a hint so intangible that it must be safe even in this land of keen-eyed, insect-eating birds, mammals and reptiles."

Can anyone doubt but that those golden flecks of sunshine were mounted on transparent wings to serve some great need of the insect's life? Does anyone doubt but what the serving that need required the use of reason? Do not all human inventions rise first in the need, then in the recognition of the need and then in the use of reason to devise a means of meeting the conditions of the need? How have millions of men struggled through all the years to meet the urgent needs of their daily lives! In the case of Mr. Beebe's dragon-fly, is not the mind amazed at the beautiful and yet efficient invention of this simple insect to preserve its life in a region of so many hazards from claw and beak? What could be more effective and yet more full of the poetry of perfect planning than to call into being four flecks of gold behind which to hide oneself as one went about his daily tasks?

Could the unaided mind of a simple dragon-fly perfect an invention beyond the combined wisdom and power of all the scientists on earth? Hardly! What then is the secret of this strange and beautiful spectacle? Just this:—

On the trail of the spirit, reflected from four golden flecks, we have caught a glimpse of the spirit itself. Within the tiny brain cells of the dragon-fly operates a mighty inner-directive force. Some simple people have called it God, but it is not God, but the creation of God, as man is a creation of God; and as all other things, both of the spirit and the world, are creations of God. Within the reach of that mighty inner-directive force is a mastery of all laws and the ability to change dull dead matter into beautiful transparent wings on which, in order to defeat the purposes of destroying agents, four golden flecks dance like living spots of sun.

The Pronuba Moth

In the desert of Arizona lives a sturdy plant with dagger-like leaves known as the Yucca. Once a year great clusters of waxlike flowers, yellowish white in color, rise on tali stems to cast a magic beauty across the landscape. About a week before the creamy white blossoms unfold in their full beauty, a little Pronuba moth crawls out of her tiny hole at the foot of the plant, dries her white wings in the warm air and then lifts herself swiftly to the dome of lovely blossoms above her head. Of course she has never seen the world before, nor has she ever had the slightest experience with Yucca blossom and yet, driven by a great inner-directive force, she flies straight to one of the fully opened flowers and enters it. With a skill far more sure than an experienced human workman she gathers the pollen from the swaying anthers into a little ball, grips the ball tightly between her forelegs and her body and then flies off to another Yucca plant, seeks another fully developed blossom and most skillfully pushes the little pollen ball into a tube that extends from the stigma through the pistil into a magic chamber where by means of it the Yucca seeds are fertilized and caused to grow.

When we consider that the Pronuba moth has never seen a Yucca plant before and never has been taught to know the anther of one from the stigma of another, her performance is nothing less than miraculous. Like all other mysterious and marvelous deeds in nature, there is always a double need to be served. This action on the part of the moth, serving so necessary a purpose in the life cycle of the plant, is made necessary in order that the seed pods may, through their growth, provide the food that will be essential for the development of the moth's children. No sooner has the moth pushed her pollen ball into place than she bores a tiny hole into the seed pod and deposits her precious eggs. Without that pollen ball the seed pods would shrivel up and grow dry and fall away, carrying with them to destruction the next year's brood of moths.

To add wonder to wonder we must understand that the Pronuba moth will never see the worms that will hatch from her eggs and can have no knowledge through experience of any of their needs.

With the laying of the eggs the moth's service is at an end and she dies within a few days. A week later, however, the eggs hatch into little grubs that live on the growing seeds of the plant for about a month, at the end of which time they bore their way out of the pod, let themselves down to earth on a silken thread, eat a little, crawl about, then dig themselves a snug earthen home in which, after weaving about themselves a warm silken garment, they will lie and sleep until another spring calls them to come forth as winged moths to do once more for others the service that the mother rendered to themselves. As one studies instances such as these, the mind is filled with awe and wonder at the means, the inner-directions a moth uses to attain its ends.

The Two Prayers

By Andrew Gillies

Last night my little boy confessed to me
Some childish wrong;
And kneeling at my knee
He prayed with tears:
"Dear God, make me a man,
Like father—wise and strong;
I know you can."

Then while he slept
I knelt beside his bed,
Confessed my sins
And prayed with low-bowed head:
"O God, make me a child
Like my child here—
Pure, guileless,
Trusting thee, with faith sincere."

—Exchange.

EDUCATION IN ACTION

College Food Studied by Bureau

Is the food served to college students in their dormitories or their fraternity and sorority houses adequate for good nutrition? A study made by the United States Bureau of Home Economics seems to warrant the conclusion that students are, on the whole, receiving diets which meet their physical needs. In this study the bureau brought together the published results of twelve investigators for comparison with two studies involving 227 institutions made by the United States Department of Agriculture in 1918 and 1926, and an investigation of twenty-three institutions made at the State College of Washington in 1926. The reported diets were analyzed to determine their adequacy in energy, protein, calcium, phosphorus and iron, and the amount spent by the various institutions was examined. On the whole, meat, fish, eggs, fatty foods and sweets were used in ample quantities for a well-balanced diet, whereas milk, cream, cheese, fruits and vegetables played too small a part in the diet. The use of cereals was variable, the study showed.

Favors $6,000,000 Schools Outlay

Building and supplies contracts totaling more than $6,000,000 have been awarded by the Board of Education of New York City. Chief among the contracts was that for the New Walton High School, which will cost $1,979,000 and seat 3,960 pupils, and for the construction of public school to seat 530 pupils and cost $209,400. Favorable action also was taken for twenty-seven playgrounds and fifty new community centres, involving $328,000 for improvements and supervision. In accordance with its policy of encouraging leaves-of-absence among members of the teaching staff to make temporary way for the many substitute teachers who are without positions, the board approved sabbatical leaves for 947 teachers and supervisors of high, training and elementary schools.

Porto Rican School Lunches

For thousands of school children in Porto Rico holidays are fast days, because when the schools are closed there is no school luncheon. For many youngsters this is the only regular meal of the day. These are the children for whom the Golden Rule Foundation has asked aid, at the request of Governor Theodore Roosevelt. In the elementary rural schools of the island 2,500,000 lunches will be served this school year. The government has appropriated $1.53 a pupil for the year—to pay for 200 lunches. This is about three-quarters of a cent for each luncheon. Each school luncheon costs between four and five cents for what must be purchased. The children themselves, in school gardens, raise most of the vegetables which are served. But rice and beans and meat must be purchased. There are 381 lunchrooms in the elementary rural schools. Some of them aren't rooms at all—just a table set up outdoors. Every effort is made to have each luncheon provide a balanced, healthful meal.

General Calles May Head School

Despatches from Mexico City recently stated that General Plutarco Elias Calles, former Mexican President, would be offered the presidency of a $1,000,000 industrial school where beggars would be taught trades. J. Elguero, official of La Beneficencia Privada, under whose auspices the school is being constructed outside the city, is given as authority for the statement. The plan is to rid the city's streets of beggars now infesting them and place them in school, teaching them useful occupations. There was no indication whether General Calles would accept the post, which would be largely honorary.

Exchange Organized To Help Students

Students who work their way through college are no longer a rarity, but students from other countries who earn a large part of their expenses while attending United States universities are still exceptional. To help foreign students enrolled in institutions of higher learning in and around Boston the International Students' Exchange was organized. A number of students from Greece, India, Turkey, Afghanistan, China, Persia, Belgium and other lands form the nucleus of the exchange. Students bring articles of their native country to the exchange to be sold. The proceeds from the sale of these articles all go to the students, after a minimum percentage has been deducted to cover the bare cost of carrying on the shop. Many exceptionally fine examples of handwork from the various lands are on display, including hand-woven linen from Cyprus, Chinese and Indian embroideries, Persian rugs and hangings, an unusual collection of needle-point work from Greece, and other antique and modern articles very appropriate for gifts.

Inauguration Rites Dropped by President

Dr. Joseph S. Ames, for years the dean of Johns Hopkins University, when he accepted the presidency in the Spring of 1929, did so conditionally. The condition was that there should be no formal inauguration ceremonies. Dr. Ames's dislike of appearing as the central figure at elaborate ceremonials was so pronounced that the trustees did not press the matter. Definite announcement that there would be no such ceremonies was withheld until recently.

Vote Free Books For Washington Schools

Free textbooks and other educational supplies in the Washington, D. C., public schools, at an estimated initial cost of $243,000 and $100,000 annually thereafter, is proposed in H. R. 1250, passed by the Senate recently and favorably reported to the House. The bill in its present terms is limited to apply to all pupils in the senior high school and the ninth grade of the junior high school.

Candy Takes Students' Money

Fathers send their sons to school to eat ice cream and buy candy, and mothers send their daughters to have their clothes cleaned, it appears from an analysis of the purchasing powers and buying habits of Washington University students made public by the University authorities. Washington men pamper their sweet tooths to the extent of $9,172.25 per month according to the analysis. This is the largest single item of expenditure listed by the men. Washington girl students purchase a lot of "miscellaneous" according to the report, as this class led the list. The largest single tangible expenditure is $4,242.85 per month for clothing cleaning. The fair ones spend $7,000 a month less than the men in the University City ice cream parlors and candy stores. The report fails to refute the argument of the men that of their $9,000 monthly expenditure for sundaes and chocolates, the more dangerous of the species consume $8,000 worth. The analysis reveals that twenty-five per cent. of the men and twenty-seven per cent. of the women drive cars to school daily.

Montessori Returns To Rome Children

After fifteen years' absence from Rome where she began her world-celebrated work, Dr. Maria Montessori, educator of children, comes back to conduct her fifteenth international course, beginning the middle of January and continuing until June. Mussolini has given his personal support, and the course will be under government auspices. It is the first time that modern Italy has taken official interest in a particular method of education. The Dottoressa, as Maria Montessori is known in Italy, will deliver her lectures in Italian. They will be translated into several European languages. The course will consist of 60 theory lessons, 70 practical lessons on the use of didactic material, and 50 observation sessions and individual instruction. Dr. Montessori said she came back to Rome with a glad heart. Her studies began in the Technical Institute in Rome and terminated in the University of Rome, where she obtained her degree in medicine and became the first woman doctor in Italy. She combined educational and sociological studies with science and in 1906, at the age of thirty-six, was ready to begin the work that has made her famous. Dr. Montessori said the course would touch only lightly on the reform of education in the secondary schools, but would be devoted to the study of psychology as revealed by children to whom the Montessori method has been applied.

Selling Instruction In Schools Urged

A study of commercial occupational trends discloses a need for retail selling classes in the public schools of the United States, the chief of the commercial education service, Federal Board of Vocational Education, Earl W. Barnhart, stated recently. In 1928, Mr. Barnhart said, there were 241 public high schools offering courses in salesmanship to 4,983 boys and 4,989 girls, or a total of 9,972 students. In 1922 there were 130 such schools offering courses of this character to 2,670 boys and 2,976 girls, or a total of 5,647 students. The increase in enrollments during the six-year period, he said, has been 77 per cent. Of the 241 public high schools offering these courses, the actual number of trained teachers in retail selling will not exceed 75 in the whole country. Mr. Barnhart explained that the annual output of trained teachers in this field does not exceed 75 or 80 persons, and since most of them, although equipped to teach, enter commercial life itself, the total available for teaching might not be more than between 8 or 10. The man or woman trained to teach retail selling, instead of becoming teachers at salaries about $1,800 per year, enter stores at salaries much higher, about $2,400, Mr. Barnhart said. The need of more retail salesmanship courses is apparent from surveys being made of the occupations into which high school graduates go, he said. More graduates of high schools enter retail selling jobs than shorthand or bookkeeping jobs, and the general conclusions from a number of studies indicate that there are more people engaged in selling jobs than in the secretarial types.

Young Pupils Take Typewriting Tests

Experiments are being conducted in eighteen cities in the United States to determine the practicability and the advisability of teaching children in kindergarten and the lower grades how to write on typewriters instead of in long hand, according to a report of the Commercial Education Service of the Federal Board of Vocational Education. While no definite conclusions may as yet be drawn from these experiments, which are the continuation of those begun in 1928 in the Horace Mann School at Teachers College, New York City, the results so far are said to have proved very promising. If investigation shows that the children make better progress by this method than by the older one, they will not be taught how to write anything more than their names in script until they reach the age of nine or ten. It is believed that children of kindergarten age are not developed enough to write script easily. Since it requires only one muscular movement to write a letter on a typewriter as compared with the large number—for some letters as many as eight—which are necessary to write a letter in script, this hindrance is largely obviated.

Devises Plan To Tutor Freshmen

A solution of the problem of what to do with college freshmen who fall behind in their studies during the difficult period of adjustment to college life is offered by Dr. Mabel S. Douglass, dean of the New Jersey College for Women, in her annual report to Dr. John M. Thomas, president of Rutgers University. Dean Douglass reports that during the last college year sixty-one students failed in fifty per cent. of their studies during their first college semester and that arrangements were made to have a group of seniors who were specializing in education conduct an experiment with these students. Classes an hour and a half in length were held twice each week for the rest of the college year, with these seniors in charge. While none of the freshmen was individually tutored, in all cases classes were limited to from six to eight students. An interesting feature of the experiment is that instead of specializing in the courses in which the freshmen were deficient the senior instructors devoted their time entirely to training their classes on how to study. Improvement in the academic standing of all members of the groups at the close of the year showed the experiment to be a success.

Diversity Shown In Building Standards

The specialist in school building, Office of Education, Miss Alice Barrows, who attended the national conference on schoolhouse construction held at Rochester, N. Y., said that the report presented by the committee on standards revealed a very considerable diversity in practice in different parts of the country. This report, the most interesting feature of the conference, Miss Barrows said, showed the need of flexibility in the development of school building in the United States. So important are the differences in standards, it was agreed that this committee should continue its study another year. In explaining the significance of the report on standards, Miss Barrows said it dealt with architectural matters like the size of rooms, natural and artificial illumination, corridors, stairs, their location, and obvious structural features of the school building.

Courses in Journalism In Chinese University

Thanks to the financial support of the leading newspapers in the United States, Chinese students, for the first time in history, are now offered a complete course in journalism in their own country. The school opened this semester as a department of the College of Arts and Letters at Yenching University, in the suburbs of Peiping. The new faculty includes both Chinese and American instructors and the courses are both theoretical and practical. Several leading Chinese newspapers have agreed to offer practice work to the students during their vacation periods, and plans are being made for the establishment of permanent fellowships whereby each paper will agree to employ one graduate of the school each year, at the regular scale, for a six-months' trial period. The strictly professional courses of the curriculum, such as the writing of editorials and special features, news gathering, news illustrations, and publishing problems, will be restricted to junior and senior students at Yenching. The full course is four years and leads to a B. A. degree.

Denies High Schools Can Teach a Trade

High schools are no more prepared to offer useful vocational instruction than they are to conduct hospitals or hotels, Professor David Snedden of

Teachers College, Columbia University, asserted in answer to recent suggestions of educators that students get an opportunity to learn useful occupations. Dr. Snedden attacked the "mythical beliefs" in this direction of educators generally, but aimed his criticisms in particular at Dr. William J. Cooper, Federal Commissioner of Education. Dr. Cooper recommended the revision of the high school curriculum to provide trade courses for students who will be forced to earn their living by manual labor. "Dr. Cooper is entirely mistaken in assuming that really serviceable facilities can be provided in our high schools," he declared. "Like many other educators, he fails to realize how extensively specialization of work has proceeded in the modern industrial world. Like many other academic minds, he still clings to mythical beliefs that some magical means of 'general vocational preparation' can be squeezed out of manual training, some general shopwork and some instruction in drawing or natural science. For most of the vocations of today the usual run of high schools can no more provide really serviceable vocational or pre-vocational instruction and training than they can conduct hospitals or hotels. Out of 100 boys, fifteen years of age, chosen at random in any usual American high school of today, it is probable that not more than three will enter the same vocation. It is highly probable that these 100 will be found at thirty years of age to be distributed among at least three score and probably four score distinctive vocations—so far has specialization of vocation proceeded in the America of today." Vocational education should be provided for at public expense, Dr. Snedden said, but facilities should be concentrated in one school for maximum efficiency. He criticised the "pitiful superficiality" of the ordinary trade courses and pointed to the certified professional schools as examples of the best sort of vocational training.

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TREND OF THE TIMES

CHILD ADOPTION agencies in New York City reported that it was a bare Christmas on babies. There weren't nearly enough good babies to go around. At any season, it was stated, the demand always exceeds the available supply, but Christmas the situation was virtually hopeless. Most people who wish to adopt a baby have a very definite idea as to the exact type of infant they will take. The demand is almost always for a blue-eyed, blonde baby girl of good parentage.

"PRACTICAL PROBLEMS of suppressing city noise belong to economics and psychology as much as to engineering," declares Dr. Edward E. Free, consulting engineer, National Safety Council. "City noises have been measured and mapped with reasonable accuracy," he says. "Any or all of them can be stopped by well-known engineering fundamentals whenever the communities concerned are willing to pay the cost. The practical problem is to balance the annoyance caused by each kind of noise, or its actual damage if there is any, against the cost of suppressing that particular noise."

THAT THE BED of the north Atlantic has shifted as a consequence of the earthquake of November 18, is indicated in reports from the cable ships assigned to the task of repairing the submarine breaks. The fishing banks had shifted as a result of the disturbance. Breaks in the cables have been plotted over an area of 400 miles southeast and 300 miles northeast of Halifax.

SHIP-TO-SHORE telephone service was successfully inaugurated early in December, 1929, when connections were made between the Leviathan 200 miles out bound for Europe and New York City. The call was put in by Walter S. Gifford, president of the American Telephone & Telegraph Company, in New York. The circuit was completed from New York by land wire to the radio sending station at Deal Beach, N. J., across 200 miles of blue water to the ship and back again by way of the receiving station at Forked River, N. J.

COMPREHENSIVE SUMMARY of the condition of American business shows retail trade on the up grade and other factors sound, according to the United States Chamber of Commerce following the National business survey conference. This is the most complete body of business data assembled since President Hoover instituted his series of industrial conferences to head off any trade recession following the stock market slump.

PLAYING CHECKERS in public places has been forbidden by Mayor John E. Langdon of La Crosse, Wis., in his campaign against gambling devices. "If we closed up all other games and let checkers stay," he said, "the poolrooms soon would be gambling on checkers."

ANNUAL CANDY BILL of the United States, approximately $1,000,000,000, represents 3.6 per cent. of every dollar spent for food, according to the Department of Commerce. It was stated that it is estimated that there are approximately 450,000 retail candy outlets in the United States. More than half the total retail sales, 58.3 per cent., are made in confectionery, soft drink, and ice cream establishments.

BIRTH RATE in the United States in the registration area, for the calendar year, 1928, was lower than for 1927, while the death rate was higher. The birth rate in the registration area in this country has been decreasing since 1915, when comparable reports were first compiled, and the death rate was higher than the average for the last seven years, though lower than for any year before 1921.

"AMERICA has few admirers and fewer friends in Europe," declared Bainbridge Colby, former Secretary of State. "The Senate has seen to this, and they have done their work well. From the standpoint of European economic recovery—and that means the re-established purchasing power of our best customers—we are looked upon as given over to a policy of complete self-absorption, and bent on frustrating Europe's recovery rather than promoting it."

INCREASING AIRMINDEDEDNESS of children has brought about a large development in the air-toy lines, according to federal statistics given out by Hugh D. Butler, New England district manager of the United States Department of Commerce. The year 1929 has been a good one for the United States toy trade, it is pointed out in estimating the toy bill of the nation at $100,000,000 a year.

The BOOK TABLE

GEORGE ELIOT'S THE MILL ON THE FLOSS. By Mary Sully Hayward, A. M., head of English Department, Jefferson Senior High School, Roanoke, Va. Green Cloth. 606 pages. Illustrated. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company, Incorporated.

This is the latest addition to the Eclectic English Classics and contains the complete text of the novel and the essential study material consisting of an introduction, footnotes on text passages in need of explanation, thought questions at the ends of chapters, and study suggestions following the text to furnish a basis for oral discussion, theme or paragraph writing, and original composition.

BUSY CARPENTERS. A Book of City Activities.

THE SINGING FARMER. A Book of Rural Activities.

Both by James S. Tippett, Community School, University of Pittsburgh. Beautifully Illustrated. Yonkers-on-Hudson, New York: World Book Company.

It is science of education as well as art in teaching to have the first reading of children fascinatingly instructive as well as rhythmically charming, to have every lesson helpful in learning as well as in reading as is true of every paragraph for city children in "Busy Carpenters," and for country children in "The Singing Farmer."

Read editorial on "Reading to Learn" in this issue of the Journal of Education.

THE NEW EDUCATION IN THE SOVIET REPUBLIC. By Albert P. Pinkevitch, University of Moscow. Edited by George S. Counts, Teachers College. Cloth. 403 pages. New York: John Day Company.

There is no question but that leaders in education in Russia are trying to promote the welfare of the people by heroic efforts to extend the influence of the schools.

DIAGNOSTIC TESTS AND REMEDIAL DRILLS IN FIRST COURSE ALGEBRA. By Walter W. Hart, University of Wisconsin. Pad, 8 by 10 inches. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

These Diagnostic Tests and Remedial Drills, starting with very simple examples in arithmetic, run naturally into algebra, always affording interesting and valuable experiences for students, always making it easy for the teacher to see the work and record the results.

THE SNOW CHILDREN. By Hattie Adell Walker, Francis W. Parker School, Chicago. With Illustrations by Ludwig and Regina. Cloth. Chicago: Beckley-Cardy Company.

This is a delightful book for Christmas time for children. It is beautifully illustrated, and is in sentences and type for children to read and learn about Eskimo-land and its children, the musk-oxen, polar bear, seal, wolves, the whale and wild birds of the northland.

THE SNOW QUEEN. By Hans Christian Andersen. Illustrated by Katharine Beverly and Elizabeth Ellender. Cloth (6 by 9). New York: E. P. Dutton and Company, Inc.

The Danish master of creating fairy tales that are immortal is here given a more beautiful setting than ever before. There are forty-eight full page artistic illustrations in color.

THE DEAN IN THE HIGH SCHOOL. A Record of Experience and Experiment in Secondary Schools. By Mary Hooker Johnson, Dean Washington Irving High School, New York City. Cloth, 300 pages. 420 Lexington Avenue, New York City: Professional and Technical Press.

The best service we can do the book and our readers is to use the Introduction, by William McAndrew, Principal of the Washington Irving High School, 1902-1914:—

"The deans of the Washington Irving High School are pioneer experimenters in developing the large aims of public school service. Early recognizing that the subjects in the high school course of study are but means to a greater end, they studied the possibilities of using not only classroom instruction, but the usual features of school organization, its discipline, its clubs, its assembly exercises, its luncheon service, for the purpose of directing all these activities toward experiences that train the coming citizens in their rights and duties as members of society. By some subtle method of distribution, the experiments in the Washington Irving High School began to be known in other schools and brought every week a large number of teachers and principals to see for themselves the working of these new plans. Largely for the purpose of making more complete and satisfactory answers to friendly inquirers, Miss Johnson has gathered the experiences and conclusions of many deans and advisers into the form of a book. It has theory and general principles enough to appeal to the logically minded, but its best recommendation is that it is the account of plans that have worked."

A ROSE TO THE LIVING AND OTHER POEMS. By Nixon Waterman. Cloth. Boston: Chapple Publishing Company, Limited.

From the seven volumes of the Nixon Waterman Poems "A Book of Verses," "In Merry Mood," "Boy Wanted," "Sonnets of a Budding Bard," "The Girl Wanted," "Sunshine Verses," "For You and Me," now mostly out of print, there are gathered more than one hundred of the poems that have a permanent value.

Mr. Waterman has written in his catchy, fetching way about everyday subjects as the world has moved, but among these seasonable and irresistible bits of verse there are many poems, sonnets, quartrains, that are never out of date.

His "Rose to the Living" has been translated into innumerable languages, and has been reprinted times out of number in hundreds of daily papers.

A sample of the thrill which Mr. Waterman has given to many a crusade in a good cause is "Schoolhouses or Jails," which was a really famous slogan to broadcast in rhyme:—

"The larger the schoolhouse, the smaller the jail."

This will go ringing and swinging along with added cheer every year.

Books Received

"The New Education in the Soviet Republic." By Albert P. Pinkevitch. —"The New Education in the German Republic." By T. Alexander and B. Parker. New York City: The John Day Company, Inc.

"The Future of Interscholastic Athletics." By Frederick R. Rogers. New York City: Bureau of Publications, Teachers College, Columbia University.

"Some Spanish-American Poets." By Alice S. Blackwell. New York and London: D. Appleton and Company.

"Jolita of the Jungle." By Alice F. Peterson. Chicago, Illinois: Beckley-Cardy Company.

"Health Heroes, Florence Nightingale." By G. T. Hallock and C. E. Turner. New York City: Metropolitan Life Insurance Company.

"Directive Study Sheets in World History." By Charles C. Barnes. Boston, Mass.: Houghton Mifflin Company.

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"Gee! I didn't know he was a Boy Scout!"

A Little on the Side

"I would like an increase in salary, sir; I'm going to be married."

"And you would like to have a little bigger fund to draw on for household expenses?"

"No, it isn't that. My future wife knows exactly how much I get. I should like a little extra for my own use that she doesn't know about."

Beyond His Control

"And you say you lost control of your new car?"

"Yes, I couldn't keep up the installments."

Returned

"When I was a little child," the top sergeant sweetly addressed his men at the end of an exhaustive hour of drill, "I had a set of wooden soldiers. There was a poor boy in the neighborhood, and one day after I had been to Sunday School and listened to a stirring talk on the beauties of charity, I softened enough to give them to him. Then I wanted them back. Mother heard me crying and said:—

" 'Don't cry, Bertie, some day you'll get your wooden soldiers back.'

"And believe me, you lop-sided, mutton-headed, goofus-brained set of certified rolling-pins, that day has come."

Hopeless

Tillie—"Hasn't Henry ever married?"

Millie—"No, and I don't think he intends to because he's studying for a bachelor degree!"

So That's It

He—"Why are beautiful girls always dense?"

She—"Well, we're beautiful to make you men fall in love with us, and dense to make us fall in love with you."

Early Baseball

Johnnie with the usual fondness for "the national game" was being remonstrated with by his mother because of his wanting to play baseball on Sunday. "It must be all right to play baseball or it wouldn't have been mentioned so prominently in the Bible," was his argument.

"Nonsense," said the mother. "There was no baseball in Bible times!"

"Oh, there must have been," contended the son, "because it is spoken of in the first verse of the first chapter of the first book in the Bible where it says, 'In the big inning.' "

The mother was interested, but in nowise convinced.

What a Break

Hostess—"Miss Wills has no partner for this waltz; would you mind dancing with her instead of with me?"

Guest (anxious to be very obliging)—"On the contrary, I shall be delighted."

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Young Reds in New York City

Wearing the red bandana of the Young Pioneers of America, 125 children in knee breeches and short dresses cheered at the Labor Temple in New York City recently when their leaders told them to spread the gospel of Soviet Russia in the city's public schools. The principal speakers of the occasion were Hyman Halpern, fourteen years old, and Jessie Taft, a chubby miss of fourteen. Jessie's parents, despite her name, which is a recent acquisition of the family, were born in Russia. Jessie was the favorite of the children. She was more emotional in her denunciation of American democracy and her praise of the proletariat dictatorship of Russian than Hymie or Sammy Sussman or Ruth Yonkelson. "Get up in your classrooms, comrades, and expose the Kellogg pact and carry to the children the story you have heard here!" exclaimed Jessie, who is left handed and swings a chubby left hand. "Remember, comrades, the only country we have is Soviet Russia. It is our land. In Russia the schools are better. There the children govern themselves. In Russia we have 4,500,000 children in the Pioneers, drilled and trained to take the field against the war which the bosses are preparing against Russia. Be ready!" she urged. And Jessie's "south-paw" swung at an imaginary enemy. There are 600 members of the Young Pioneers. When they reach the age of sixteen they graduate into the Young Communist League of America. But what they lack in numbers they make up in emotion. They have their own newspaper, "The Young Pioneer," published every two months. The lead article in the current number told of how Louis Surfer repeated the pledge to the Soviet Union while the rest of the children of Public School 89 in the Bronx were reciting "To the country of my flag, and the Republic for which it stands, one country indivisible, with liberty and justice for all." This is described in the Red juvenile publication as the "bosses' pledge."

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Jobs Hamper College Girls

College girls should not try to pay their own way or supplement their incomes by taking profitable employment during the college term, in the opinion of Miss Margaret E. Smith, director of the vocational bureau of Skidmore College at Saratoga Springs, N. Y. Only the very exceptional girl, she believes, can derive the full benefits of college study if her time and energies are diverted in part to outside work. If an additional source of funds is necessary, Miss Smith suggests employment during the summer vacation.

"Our experience at Skidmore," said Miss Smith, "has led us to believe very definitely that regardless of how valid a plan it may be for boys to work their way through college, or add to their funds by taking employment during the college year, it is distinctly unwise for girls to undertake such a double regimen. For all their greater freedom and self-reliance, the girls of this generation are still girls, with smaller reserves of energy and more delicately adjusted nervous systems than men."

Girls Make Better Students

"Boys are either very slow or very bright, as an average," Professor Wayland Vaughan of the psychology department of Boston University college of liberal arts declared, discussing groups of college students he has known. "On the other hand, girls' intellects run along one smooth line—they are all good students," he said. Professor Vaughan said that the girls make better students because they are more attentive and conscientious.

More Leisure for Workers

Standardization is on the up-swing, and will continue to lessen the amount of judgment and individuality required

of the worker for some time to come. Mass production has given the worker leisure time, and an empty, monotonous job. Teachers must show their pupils how to enjoy and use their industry-created leisure, or commercialized amusement-makers, some of them insidiously harmful, will exploit the worker's spare time. These were the declarations made by Professor Elliott Dunlap Smith of Yale University.

Illiteracy Less in Portugal

Decided decrease in illiteracy as well as a growth in population were revealed in the 1929 census of Portugal. In 1890, out of a population of 5,048,729, more than seventy-five per cent. could neither read nor write. Then thousands of schools were opened. By 1920 the population numbered 6,032,991, of whom 1,755,650 knew at least their letters. In 1929 the population was totalled at 6,080,135, and more than thirty per cent could read and write.

Thank You

Thank You for Youth, the dreamer of the deed. Thank You for lonely moons that search among the stars for —what? Thank You for lights that shimmer through the mists like glowworms winking at you through your tears. Thank You for dogs and friends and all humanity; for smiles and keen-edged wit that would as lief turn traitor and run its blade along your throat. Thank You for teasing winds that set the leaves a-trembling at their touch; for rain that plays its melodies upon your humble roof; for rebel shooting stars that streak across the darkened sky, then die alight.

Thank You for meditation and for dreaming.

Thank You for Life and Faith and Hope.

—Mae Smith.

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